



PARENTS AND TEACHERS AS COLLABORATIVE PARTNERS

Building Learning into Natural Home Routines and Activities Plan



Students are now home during the COVID-19 crisis. This has given educators and parents a chance to partner in new ways. This plan is designed to take advantage of that partnership. It asks parents to talk about home activities or routines where they could use help from the teacher. The teacher can then offer ideas and suggestions to help teach those home routines or activities.

This plan should NOT be considered a part of the child's IEP. It is *not* intended for you to teach skills in your child's IEP. It is a way for teachers to help parents meet their child with a disability's needs while they are home. For example, if your child does not wait for items before getting upset or does not know how to ask for activities they want, the teacher can help you create a plan to teach those skills. This plan might also include important health skills. For example, you might want help from your teacher to teach your child to wear a face mask or wash their hands better. You also might want help teaching your child to make their own breakfast, or get dressed by themselves. Activities selected should be part of your family's day and somewhat easy for you to implement. It should focus on the skills your child needs to be independent in their home or community life. This is a family directed plan.

Parents should tell their child's teacher what they want to teach their child. They should also tell the teacher when they do not want to try a skill or strategy at home. Parents and teachers should plan to address only one to three activities or routines at any given time.

This plan was created as a follow-up to the 15 questions for teachers to help parents.

If you have questions about this plan, ask your child's teacher.



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PARENT IDENTIFIED: With what is the activity or routine for which the parent seeks help?	PARENT IDENTIFIED: When will this activity or routine occur in the day?	PARENT IDENTIFIED: How often should the family try to practice the activity or routine?	PARENT IDENTIFIED: Which family members will teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What materials will the family need to implement the teaching?	TEACHER DEVELOPED AND RECOMMENDED: What are the steps the family should follow to teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED What are the special tips the family to should try make the activity or routine go smoothly?



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Example

PARENT IDENTIFIED: What is the activity or routine for which the parent seeks help?	PARENT IDENTIFIED: When will this activity or routine occur in the day?	PARENT IDENTIFIED: How often should the family try to practice the activity or routine?	PARENT IDENTIFIED: Which family members will teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED: What materials will the family need to implement the teaching?	TEACHER DEVELOPED AND RECOMMENDED: What are the steps the family should follow to teach the activity or routine?	TEACHER DEVELOPED AND RECOMMENDED What are the special tips the family to should try make the activity or routine go smoothly?
Waiting for a preferred activity or item	Naturalistic times when waiting is required.	This activity may occur at any time during the family's day when waiting is required.	Parent and older sibling.	Card or piece of paper that says, "wait, please." Timer on phone.	<ul style="list-style-type: none"> - Child requests access to a preferred activity or item. The family member says, "Oh, you want ----?" - You can have it, but first wait for five seconds." - The family member hands a "wait card" to the child and sets timer or verbally counts to five. Once five seconds has passed the student is given access to the activity or reward they initially requested. Deliver lots of verbal praise. 	<ul style="list-style-type: none"> - Approach teaching this skill in a fun/game like way. - Slowly increase the amount of time the student is asked to wait. - Write down the amount of seconds the child is able to successfully wait and share with the teacher.
Asking for more of something	Meals, snacks,	The family can try this when they are eating meals or the child has snack	Dad will be the main person to teach this skill, but all family members can try	No special materials are needed, but family members should not give everything the child needs for the meal or snack all at once	Snack or Meal Time Routine: <ol style="list-style-type: none"> 1. Give child one bite of snack or meal on their plate. 2. Say the name of the food. 3. Repeat that two or three times. 4. Hold bite of food up and say name of food in the form of a question. 5. Wait for child to attempt to say name of food or says name of food. 6. Give food to child and praise child for saying name of food. 	What to do if your child cries, whines, or begins to tantrum. <ol style="list-style-type: none"> 1. Wait to see if child calms down. If they do calm down, then try again. 2. If your child continues to tantrum, take a break from the activity and tell your teacher about it during your next conversation